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## A COLLEGE FOR TEACHERS.

The University of Chicago fills in the educational firmament a place similar to that occupied in the actual heavens by those novæ that flash out from time to time, perplexing the astronomer with the question as to the probable endurance of their brilliancy. No university has ever had more advertising, or kept itself more conspicuously in the public eye. The success in this case has been for the most part legitimate; for the foundations of a solid institution of learning have been laid, and the essentials have been well provided for. Nor is there any reason to anticipate for this university the fate that might be suggested by our introductory trope, since the large endowments already in hand, and the further endowments almost sure to follow, insure for the institution a place among the fixed stars. But its most serious friends have more than once had occasion to question some of the extensions of its activity, and to feel that even its great store of reserve energy might be taxed too heavily; that by reaching out in too many directions at once, by lending itself to educational experiments in such great variety, by seeking to exert its influence in so many fields of intellectual activity, it might incur the danger to which the higher education in a democratic age and country is peculiarly exposed—the danger of cheapening the ideals that should always be associated with the name of University, of stooping too low to conquer a kind of success that is not worth conquering at such a cost, and that may well be left to such popular agencies as "Chautauqua" assemblies and "Cosmopolitan" enterprises.

An examination of the "Annual Register" of the University of Chicago reveals the existence of a system of educational machinery so complex as to bewilder the reader, and fill him with a kind of awe at the spectacle of so varied an exhibition of miscellaneous activities. Besides the work proper to a university, there are such developments as extension lectures, and class-study exercises, and correspondence courses, and experimental schools, and affiliated schools, and coöperating schools not affiliated, and what not. All of these things demand much time and energy, and all, however useful they may be absolutely, do not seem to com-

mend themselves as adjuncts of university work. Directly or indirectly leading up to degrees, as most of these ingenious devices do, one cannot escape the suspicion that they somehow lower the price that should be paid for university honors, and give encouragement to the notion that the higher education is not so serious a matter after all. There is no harm in sugar-coating the pill, but there is harm — and grave harm — in making its contents of homœopathic weakness. We doubt very much if the university credit obtained by students in these collateral ways represents anything like the equivalent of the credit to be got by attendance upon regular university courses.

Whether the newest experiment of the University will prove an unmixed blessing to education in Chicago, is something that remains to be seen. But the originality of the plan justifies us in giving some account of it, and, pending the declaration of results, for which we must wait patiently for some years, in permitting ourselves a few *a priori* reflections. A private benefaction, coupled with an appropriation by the University itself, has made it possible to establish in the heart of Chicago a college designed expressly for the education of such teachers in the public schools as may feel the need of carrying on their scholastic work without an interruption of their teaching. The faculty of this College for Teachers is selected from the faculty of the University proper, and includes a number of its ablest men. To meet the special needs of its *clientèle* of public-school teachers, the hours of instruction are arranged for the whole of Saturday and the afternoons and evenings of the other week-days. The work of this College is planned to fill six months of the year, and leads to the baccalaureate degree of the University. The unit of work is what is technically known as a "major," and consists of four hours a week for three months. Thirty-six of these "majors" are taken as the equivalent of the four years of regular university work. Thus, two hours of work daily, continued for six years, will make the student a graduate of the University, and permit him to write after his name the magical letters that may mean so little or so much, according to the spirit in which his work has been performed. A slight reduction from the regular university fees is made to teachers who avail themselves of these new opportunities.

The experiment thus outlined is one of great interest, and the underlying idea of the plan is wholly admirable. In the first place, it empha-

sizes the fact that education of the academic type is the real preparation for successful teaching, and not the sort of training that is so sadly overdone, and so largely futile, in the so-called "normal" schools. In the second place, it brings instruction of the good type within reach of a host of young women comparatively few of whom have had any real education of the higher sort. There are something like five thousand women engaged as teachers in the public schools of Chicago, most of whom ended their own life as students when they left the high or normal school, and some of whom did not so much as complete a high-school course. Of this number, many, no doubt, have by their own efforts gained a discipline quite as good as that to be got from college work, and to them the *cachet* of a college degree would now be the most meaningless of honors. But there must remain many others to whom the new opportunity will prove a real boon, and it cannot be doubted that this latest educational departure of the University was well worth the making.

On the other hand, there are a few obtrusive considerations that cannot be ignored in the discussion of this subject, and that must serve to temper in some degree the outburst of enthusiasm and sanguine forecast with which the new College was dedicated to the public on the first of this month. There are the fees, for one thing, which must be a serious matter for the teachers whom the work will most benefit. For it is the younger teachers, whose stipends are the smallest, that are chiefly in need of this supplementary education; the older ones, for the most part, have either gained the offered discipline in other ways, or have lost the plasticity of mind which must be brought to the work of academic education to make it worth undertaking. We are inclined to think that it would be proper for the Board of Education to defray the tuition fees of such of the younger teachers as may wish to do this work of self-improvement, provided always that this might be done without prejudice to the interests of those who feel that they have got, or are getting, in other ways the same sort of educational development. This is a delicate question, for there are many paths to culture and mental discipline, and the one that leads through the college may be more direct, but it is no more certain of its goal, than the others. What we may call the arrogance of the degree is one of the worst forms of intellectual snobbery.

The consideration which does the most, however, to make us discount the promise of this



experiment, is based upon the fact that neither faculty nor students can be expected to do their best work under such conditions as are alone possible in the new College for Teachers. College work of the best type requires freshness of mind on the part of instructor and instructed: and this is just what it is impossible to secure under the proposed conditions. The teachers will be men who are already doing full work in the University, and their energies cannot fail to flag when it comes to supplementing that work by the peculiarly exigent task of conducting extended class-exercises in the afternoon and evening. To say this is merely to recognize the essential limitations of human strength. Still more must this consideration be taken into account with the students, who will come to their studies jaded with five hours of the most exacting brain labor, labor that makes such a demand upon the mental energies that it leaves a man — and much more a woman — completely fagged out, and incapable of the sort of alert attention and reaction to intellectual stimulus that is required for college work of anything but an inferior type. This rule is bound to obtain in the majority of cases, although there will doubtless be some exceptions. Bearing these things in mind, then, it is useless to hope that the work done by teacher-students in the new College will be the real equivalent of work done under the proper academic conditions. No amount of earnestness and good-will can make the sluggish mind respond as it should to the efforts of the instructor, and even these efforts must be made sluggish by a similar cause. We believe, in short, that the type of education represented by the average university extension entertainment will tend to be approached in the new institution; and this, useful as it may be, is not the sort of thing aimed at, and not the sort of thing that the too sanguine forecast of the University authorities appears to expect. We do not wish to be thought of as throwing any colder water than is necessary upon an enterprise planned with so admirable a purpose; but the fundamental facts of human nature have to be faced, and they seem to have been at least partly ignored in the optimistic deliverances with which the work of the new College has just been inaugurated. The experiment is, nevertheless, of the greatest interest; and if its promise has been somewhat magnified, we still hope for it a considerable measure of success, and shall be happily disappointed if the results exceed our anticipation.

### CITY SCHOOL SYSTEMS.

This heading may be understood in two ways. It may mean the organization of studies, books, teaching, and discipline found in one of our cities, or the organization of political functions and agents that stand behind these educational powers and make them possible. The one view brings before us the superintendent and his teachers, the other the board of education and its administrative organs. The first view will find no recognition in this article, except that we shall not lose sight of the fact that the system in the educational sense is the end for which the system in the political or institutional sense exists. We might at once say city boards of education, only that we wish to take a broader view of the subject than this language would suggest.

It will be admitted that our subject is now prominently before the public. The constant criticism of existing systems that one hears, and the many changes that are made or proposed, point unmistakably to the strong unrest of the public mind. Criticisms and plans may differ, but they all lead up to the same fact.

No deep insight is required to enable one to perceive that these critics and reformers do not always, if indeed generally, see their way clearly. They wish to improve the schools, and they see clearly enough that to accomplish this end the business organization must be reformed. So they resort, or propose to resort, to the legislature to get the system changed, assuming that the evil to be remedied will be removed by substituting a new board of education for the old one. But what is the use of taking trouble to get rid of the present board, if things are left in such shape that in a few years, if not indeed at once, the new board will turn out to be as bad as the old one? It cannot be too strongly asserted that the immediate trouble, where there is trouble, is with the men who constitute the board. If the board consists of good men, you are pretty sure in the long run of good administration, regardless of the system. Not that one system is as good as another, or that the organization is unimportant. This rather is the idea: a system is practically good or bad according as it tends to bring the right kind of men into the public service and keep them there. There may be an exception now and then, here or there, but in general this is a safe rule to follow. Accordingly, the first question for the reformer to ask, as he scans a reform scheme, is not whether it is theoretically perfect, or logically consistent throughout, but whether, under the conditions existing, the scheme will probably accomplish the end just stated. Will it bring to the service of the schools competent men?

Having emphasized this point sufficiently, we shall next consider the business involved in carrying on a system of schools in an American city. Obviously, there are three functions to be performed, — one legislative, one executive, and one judicial. It would be hard to say whether the legislative

function or the executive function is the more important of the two; but experience shows conclusively that more evil originates in the organization and relations of these two powers than in all other parts of the educational machinery put together. Let us look into the nature of the mechanism.

The germ of the American city school board is found in the Massachusetts town or township board called the Selectmen, which is as old as the Commonwealth. This board originally carried on the town schools just as it carried on the other parts of the town government, subject, of course, to the action of the General Court and the Town Meeting. This board built the schoolhouses, examined and employed the teachers, and, together with the minister of the parish, supervised the schools. In the course of time there appeared in the board a committee on schools, as there appeared committees on other subjects; and this committee, still further on, became detached from the board and assumed a separate place in the government of the town. Sometimes the members were appointed by the Selectmen, and sometimes elected by the Town Meeting. Sometimes the committee was dependent upon the Selectmen for funds, and sometimes directly upon the freemen. But the main fact is this: This committee now carried on the schools, just as the selectmen has been in the habit of doing. It was at once a legislative, executive, and judicial body. Such, in substance, is the local school system to-day in the towns and townships where the town system of school organization prevails.

The Massachusetts town school committee, in its essential features, became the city school board, or board of education, and is still generally found in cities without material modification. This committee was well enough in the town, and with little change it answered the purposes of the city while the city remained small; but when the city became large some changes in the organization were found to be absolutely necessary. One change was the employment of a professional superintendent of the city schools, to relieve the board of that responsible duty. This proved to be such a decided advantage that the small cities and the villages soon followed the example. Another change, and this one on the business side, was the employment of a salaried clerk or secretary, who was not a member of the board, to keep the records of the board and to perform other similar business. Sometimes other minor changes have been made, but in general the essential features of the old organization still remain in most of our cities. The board of education is a legislative, executive, and judicial body, all in one. First, subject to the State law, the board legislates on a variety of subjects, as courses of study, rules for governing the schools, revenues and appropriations. Secondly, its field of administration is equally large. It appoints teachers, its own clerk and other employees, chooses books, provides supplies, builds and repairs schoolhouses, and the like. Thirdly, it exercises disciplinary powers over pupils, teachers,

and employees; but, generally speaking, this latter function cuts no great figure.

The first vice of this scheme is the vesting of the legislative and administrative functions in the same hands. To be sure, in large cities the board has been compelled to divest itself in a considerable degree of the administrative work. This it has done, rather reluctantly, by creating executive departments or offices, as those of finance, instruction, and supplies. Now let it be noted, first, that these departments or offices are the sole creation of the board; and, secondly, that the incumbents are appointed by the board and are wholly dependent upon it. The board can abolish or change departments and remove officers at any time. The same may be said, for the most part, of the superintendent of instruction. Save in a few cities, he has no status in the school law; his office exists at the pleasure of the board, and he is elected by the board. The only advantage that the superintendent enjoys is that he is commonly elected for the term of a year, sometimes for a longer period, and so cannot be turned out of office over-night. This is bad enough, but it is not the worst. Not only has the board immediate oversight of the executive department, but it continues to retain a large body of administrative powers in its own hands. These powers it exercises directly through its committees. How numerous these committees are, a glance into the common board manual will show. Generally, there are at least enough committees to give every member of the board a chairmanship, no matter whether there is anything for the committees to do or not.

This system is open to two or three serious objections. One is, that the board of education, by its very nature and organization, is about as fit to do the administrative business of a large system of schools as the State legislature or city council is to do the executive work of the State or the city. A second objection is that the blending of the legislative and executive duties opens the door to numerous abuses. Practiced observers of such matters know that this is the source of much of the corruption found in school boards. Such observers know how eagerly the memberships, and especially the chairmanships, of certain committees are sought for by a certain class of board members; for example, the committees on construction, repairs, books, and supplies. And finally, the system is not in accord with the American principle and usage, that large legislative and executive powers should not be thus mixed together.

What shall be done to mend matters? The first thing to be done is to effect a much greater degree of separation than at present between the legislative and administrative powers of the system. The principal function of the board should be to legislate, while administration should be confided, as far as possible, to independent administrative officers. The board's hands should be taken off from a multitude of things that they are now on. The executive officers should make reports to the board, furnishing it with infor-

mation and making recommendations; they should be amenable to the board in some process equivalent to impeachment, but they should derive their powers from another source and be responsible in another quarter. These remarks of course have no reference to the clerk or secretary of the board. At the very least, the law should throw around all the executive officers of the school system, on both sides, safeguards that will protect them against the encroachments of the board. This is the first step that needs to be taken in the direction of thoroughgoing reform. The new board will have committees, of course, but they will be legislative not executive committees.

Nothing that has been said touches the question of method. How shall the step just described be taken? This question is an important one, and by no means free from difficulty. It is not the purpose of this article, however, to enter into details, but to insist that school reform in the cities, to be worth much or to last long, must be much more thorough than simply to produce a new scheme for electing board members. Other questions that arise are, How large should the board be? How should the members be elected? How long should they hold their offices? etc. We have not here space for their consideration.

The question will be asked, How will the plan outlined work to bring better men to the service of the schools? The question is a fair one, and the answer obvious.

In the first place, a rational business-like plan is far more attractive to business-like men than an irrational and absurd one. In the second place, if the work of the board were practically confined to legislation the meetings of the board might be much less frequent than they are now, and the amount of business to be done reduced in volume. As a result, the demands upon the members' time would be reduced and the kind of work to be done be made more congenial. Nothing is more likely to disgust a real business man than an unbusiness-like procedure; and if anything is unbusiness-like it is the setting of a city board of education to perform administrative duties, small in themselves but important in the aggregate, that proper executive departments can perform much better.

Still, it must be said that no system of itself will bring good men into the service; no matter how good the system may be, bad men will get hold of it if they are allowed to do so; but one system excels another in tending to produce good men and exclude bad ones.

B. A. HINSDALE.

THE three prizes in the "Century" competition for a story, a poem, and an essay, open to college graduates of 1897, have all been awarded to young women, although more men than women entered the competition. Vassar contributed two of the prize winners, and Smith the other. These prizes (of \$250 each) are to be continued, and awarded annually by "The Century Co."

## ENGLISH CORRESPONDENCE.

London, October 5, 1898.

The autumn lists of the publishers are at last practically completed. Of them all, that issued by Mr. Heinemann looks the most imposing; but whether he will publish all he announces this season, is a pertinent question. First in this list comes Mr. Savage Landor's much-discussed journey in Tibet, which is to be called now "In the Forbidden Land." It is to be ready by the time this letter reaches you, and will be handsomely produced, with all the necessary accessories of illustrations, maps, and plans. Its price, however, is to be pretty high, and this must be put down to the large amount paid to the author for his manuscript. A novel title for an old-fashioned series is that given by Mr. Heinemann, or its editor, Mr. H. J. Mackinder, to the twelve volumes which are to deal with the various important divisions of the world. It is to be called "A View of the World in 1900," and will consist of the following works: "Britain and the North Atlantic," by the editor; "Scandinavia and the Arctic Ocean," by Sir C. R. Markham; "The Mediterranean and France," by M. Elisée Reclus; "Central Europe," by Dr. Joseph Partsch; "Africa," by Dr. J. Scott Keltie; "The Near East," by D. G. Hogarth; "The Russian Empire," by Prince Kropotkin; "The Far East," by Mr. Archibald Little; "India," by Col. Sir Thomas Holdich; "Australia and Antarctica," by Dr. H. O. Forbes; and "North and South America," by authorities from your side of the water. Of the "Literatures of the World" series you have already heard last season; and the same may be said for the "Great Educators." In fiction, we are promised "The Two Magics," by Mr. Henry James; "Tony Drum," by Mr. Edwin Pugh; "Gloria Mundi," by Mr. Harold Frederic; "Red Rock," by Mr. T. N. Page; "The Widower," by Mr. W. E. Norris; and new stories by Mr. Stephen Crane, Mrs. F. A. Steel, and Mr. Robert Hichens. An important announcement is the translations of all Gabriele d'Annunzio's novels. The series of articles which the editor of "The Saturday Review" has, during the past few months, been writing for his journal, are to be included in a volume, and published with the title "The Man William Shakespeare."

You may already have had almost enough of the newspaper talk of Captain Dreyfus and his "affaire," and the supposed part M. le Commandant Esterhazy has played in it. But all that you have heard is nothing to what you will read in Esterhazy's own account which Mr. Grant Richards will publish here on the first of November. I need hardly tell you that what has already appeared in print is largely made up of conjecture; and I speak from personal acquaintance with the syllabus of contents of the coming story, when I tell you that it will be well worth reading. An American publisher has already secured the copyright for the States, and the work will be published simultaneously here and on your side.

A considerable number of the "announced" books have already appeared. Dr. Busch's ponderous tomes on Bismarck, which were ushered in with a mighty pother of advertisements and newspaper reviews, are settling themselves quietly on the shelves of our subscription libraries. Those who care for Bismarck and his doings will now look for his personal "Reflections and Recollections" which the Cotta publishing house of Stuttgart



is preparing. The manuscript of this work, I understand, was corrected by Bismarck himself; but it is to be issued under the care of Dr. Horst Khol, and the first part will be ready in November. In Germany, Dr. Busch's work has been condemned, not so much for any indiscreet revelations he made as for the actual historical value of what he said. Mr. Merriman's "Roden's Corner" is another of the expected which has arrived. It is proving but a *succès d'estime*, and critics are agreed in considering it a falling-off from that writer's previous work. On the other hand, Mr. Neil Munro's "John Splendid" is likely to be the novel of the year. Another story which is attracting very much attention is "Phases of an Inferior Planet," by Ellen Glasgow; it is an exceedingly striking book. If you want to enjoy an excellent piece of biographical study, you should read Mr. Augustine Birrell's sketch of Sir Frank Lockwood. It is full of good things and most readily told.

Before I forget it, let me mention that Mr. S. R. Crockett will be again to the fore, on October 17, with "The Red Axe"—another of his regulation yarns. So will be Mr. Stanley Weyman with "The Castle Inn," a story which has been running its serial course in "The Cornhill Magazine." Mr. Weyman's book, however, will not be published until the first of November. Mr. Kipling's new volume of short stories will already be out by the time this letter reaches you; I understand that it will also form the thirteenth volume of the *édition de luxe* of his collected works.

Shelleyites have for many years searched in vain for a volume of "Original Poetry, by Victor and Cazire." Since 1860, when Dr. Richard Garnett first informed the world that such a volume was once printed, collectors have searched high and low for it. Now, at last, a copy has turned up, and a facsimile reprint of it will be issued by Mr. John Lane. It was in last October that Mr. Lane received a letter from Mr. V. E. G. Hussey, of Dorchester, asking him if he would be inclined to undertake "the republication of some early original poems by Shelley, of which my mother, Mrs. J. F. Hussey, is in possession. . . . The work in question is entitled 'Original Poetry, by Victor and Cazire,' the production of P. B. Shelley and an anonymous collaborator. The book was published at Horsham in 1810, and consists of about sixty octavo pages." In Dr. Garnett's opinion the collaborator was Elizabeth, Shelley's sister. It is interesting to learn that Mrs. Hussey's father was the Rev. Charles Henry Grove, brother to Harriet Grove, Shelley's first sweetheart. Of the work itself, not much is expected; but everybody interested in English poetry will be curious to know its contents. It seems that Shelley, in order to extricate himself from the Horsham printer's debt, went to Stockdale, a dealer in "remainders," and arranged with him to take over the remaining copies, 1480 in number, in liquidation of the sum owing. This was done, but Stockdale afterwards found a poem in the collection which he knew to be by "Monk" Lewis, and wrote to Shelley about it. Shelley, according to Stockdale's own account of the matter, expressed the "warmest resentment at the imposition practiced upon him by his coadjutor, and entreated me to destroy all the copies, of which about one hundred had been put in circulation." This was in 1810, and now the only copy known is this of Mrs. Hussey's.

I hear that Mr. William Watson is about to change his publishers once again—his collected works are to be issued in two volumes by Messrs. Macmillan & Co.,—and that for the present he is to devote himself to

prose, to the writing of literary criticisms and critical essays.

The new edition of "Pepys' Diary," upon which Mr. H. B. Wheatley has been engaged for so long a time, is to be finally completed in January next by the addition of a ninth volume of Index, and a tenth entitled "Pepysiana." This last volume is to contain notes and illustrations of Pepys' life and Diary, and various appendices explanatory of the man and his times.

The new edition of Carlyle's "Sartor Resartus," with illustrations, to the number of over one hundred, by Mr. E. J. Sullivan, will, I am sure, prove a very agreeable surprise. The pictures are the cleverest things I have seen for many a day. The book will not be ready before the end of the month.

TEMPLE SCOTT.

## COMMUNICATIONS.

### THE FOUNDING OF FREE GOVERNMENT IN AMERICA.

(To the Editor of THE DIAL.)

Professor B. A. Hinsdale, in his very kind review of my work, "The First Republic in America," in THE DIAL, Sept. 16, 1898, says:

"Mr. Brown's theory is that Smith and the King were virtually in collusion; that his accounts of things in Virginia forwarded the royal purpose; while the destruction of one part of the Company's record and the long concealment of another part left Smith's accounts mainly unchallenged. On this point we are bound to think the author has been somewhat carried away by his enthusiasm for the Company and his detestation of Smith."

James I. allowed the royal portraits to be engraved on the title-page of Smith's history, and permitted the author to present him with a copy of his history through the hands of the Duchess of Richmond and Lennox, who was then aspiring to the hand of the King (pp. 635, 636). I do not believe that such royal endorsements as these acts imply would have been made if the account as written had not forwarded the royal purpose; but, further than this, I have no theory of collusion between the King and Smith, and I am sorry to have produced such an impression. The matter is of too great historic importance to be misunderstood, and I wish to state the facts of the case more clearly.

I. The press was under the control of the Crown. If any history had contained an account of anything in Virginia which did not forward the King's purpose, the item or items would have been censored and erased before the book could have been licensed. Smith's history as licensed and published contains no such matter; it conforms in all important particulars to the royal purpose as outlined in the verdict of the royal commissioners (pp. 541, 542).

II. The Company records were taken possession of by order of the Crown, and were so completely concealed forever thereafter that, so far as I can learn, not a single one of them has ever been found. Save for the forethought of Arthur Wodenoth, John Ferrar, Nicholas Ferrar, Sir John Danvers, and a few other patriots (who feared that the records would be destroyed), and save for the providential preservation of sundry extras and copies of documents—in Spain, France, the Netherlands, and in several private collections—the truth as to the founding of a more free government in America, the origin of this nation, would have been consigned

by the advocates of a royal monarchy forever to oblivion.

That James I. endeavored to suppress the true history of the great popular movement which gave birth to this nation is as well established as such a fact could well be. That the Crown concealed the Company records, and had accounts published which conveyed false ideas, is certain; and it is of the greatest historic importance that this fact should be well understood.

ALEXANDER BROWN.

Norwood, Va., Oct. 5, 1898.

#### THE TRANSFORMATION OF THE ORIENT.

(To the Editor of THE DIAL.)

The reviewer of Mr. Colquhoun's "China in Transformation," in your issue of Sept. 16, placidly assumes that to "transform Cathay into a vast hive of multifarious industry" through the process of making it "covet" a thousand things of which it now knows nothing, and which the few attain through the toil and enslavement of the many, is to bestow upon it an unmixed blessing. Permit me to say that we Orientals think otherwise. We dread the contagion of your unrest. We love that "Sleep of Centuries" from which you desire to awaken us, for its dreams are sweet and its pillow is contentment. We abhor that idol of progress which you would roll through our ancient civilizations like a Juggernaut; for progress means change, and the parent of change is discontent, and discontent is the negation of happiness. Your view of the world as a mere workshop, and of the elements of the universe as primarily the raw material of the "wealth" of traffic, we do not understand. We reverence what you despise — the old; and our ears are open to the oracles of sages who spoke in the dawn of days, and closed to the passing babble of venders of novelties. Your mania of "improvement" is a puzzle to us. How well and wisely, to our view, spoke that deputation of senators to the great Napoleon, after the fever of revolution had burned itself out in the veins of exhausted France: "Sire, the worst malady that can torment the human race is the desire of perfection." We are the East, you are the West. Our view is not your view, for our eyes are not your eyes. The life of the Orient, which to you seems a stagnant pool choked with weeds and foul with the rotting growth of centuries, seems to us a broad and tranquil river, starred with the lotos, and flowing into the slumbrous sea of eternity.

O. C. MOOKERJEE

(formerly of Cutwa, Bengal).

New Haven, Conn, Oct. 3, 1898.

#### AFTER THE SONNETS OF SHAKESPEARE.

Thus wrote the master, so prefiguring  
The constant service of one faithful heart:  
Her silent lay let lyric Shakespeare sing,  
Nor deem my love less tuneful than his art.  
Nay, think of him but as the interpreter  
Of the sacred hieroglyphics of the soul,—  
Love's Druid, with his runic staves writ o'er  
With mystic legends that all hearts control.  
His songs are dateless, after as before:  
They register the passions that rejoice  
Or plague men ever; they are music's score,  
Waiting the player's hand, the singer's voice.  
Love's voice and hand, sweet Love, amend the song,  
Lest even his singing love's sweet music wrong.

MELVILLE B. ANDERSON.

#### The New Books.

##### BISMARCK AND HIS BOSWELL.\*

Bismarck probably had, as he often professed to have, a sovereign contempt for newspapers. In fact, there would seem to have been few things or men in the world he moved in for which or for whom he had not more or less contempt. But he was always cynically indifferent as to the general character of the tools he used, provided only they were useful; and it is now clear that in point of fact no statesman of his time "worked the press" more assiduously or less scrupulously than did this professed despiser of journalism. When the full history of his great political achievement comes to be written it will be seen that a third ingredient, printers' ink, will have to be added to his celebrated formula of "Blood and Iron" in order to make it a true summary of the means employed in the carrying through of the Bismarckian policy in Germany. It is hardly too much to say, as a recent competent witness † has shown, that the great Chancellor was himself in effect a journalist — a virtual member of the fraternity he used to style in his pleasant way, "quill-cattle." He was a busy writer of political leaders long before he went prominently into administrative office. His journalistic career was in full swing in 1848, and it lasted with scarcely a break to the day of his death a half-century later. During the twenty odd years of his chancellorship he virtually "ran" the influential press of Germany. His monopoly of official news, his command of the "reptile fund," and his organized corps of press writers and "workers," enabled him to do this. His dismissal from office in 1890 by no means checked his journalistic activity, though it materially narrowed its area. Of the five hundred "organs" which he controlled while in power, one only, the *Hamburger Nachrichten*, stood by him after his fall; and a great portion of his not very dignified retirement at Friedrichsruhe was spent in concocting well-spiced matter for this faithful sheet. Usually the Bismarckian articles in the Hamburg paper were of the "inspired" variety, discreetly softened and diluted to the degree dictated by editorial prudence. But sometimes

\* BISMARCK: Some Secret Pages of his History. Being a Diary kept by Dr. Moritz Busch during Twenty-five Years' Official and Private Intercourse with the Great Chancellor. In two volumes. With portraits. New York: The Macmillan Co.

† Dr. Henry W. Fischer, in "The Bookman" for October.

the angry old Junker seized the pen himself; and then the soul of Editor Hofmann trembled.

The Press Bureau in the Wilhelmstrasse is an important and recognized branch of the German Foreign Office, and under Bismarck especially it became a potent engine for manipulating public opinion. Of the well-organized corps of salaried scribes and emissaries employed on the Bureau in Bismarck's time, there was no member who more fully enjoyed the confidence of his chief than Dr. Moritz Busch, the author of the two remarkable volumes now before us. Dr. Busch entered the Bureau in February, 1870, and he soon displayed such shining aptitude for its duties that his advancement in favor was rapid. He followed the Chancellor to the war in August, and was with him at Metz, Sedan, and Versailles. After peace was concluded he returned with him to Berlin, and resumed his round of journalistic duties, acting as the Chancellor's special literary henchman and man-of-all-work up to the date of his patron's dismissal from office in 1890. After that date his intercourse with Bismarck was more desultory; but he was up to the last a frequent and favored visitor at Friedrichsruhe, and his really Boswellian account of these visits and of his confidential chats with the deposed statesman, whose natural venom towards the objects of his dislike or jealousy increased with ripening years, forms not the least racy and interesting portion of his book.

Of Dr. Busch's unsparing, let us add fatal, veracity there can be no question. That is his crowning, and, under the circumstances, singular merit. "Once I am dead," Bismarck said to him in 1879, "you can tell everything you like, absolutely everything you know"; and the Doctor took him at his word in a way that must have made even the Iron Chancellor wince, could he have seen the result. As we have already shown, Dr. Busch's official relations with Bismarck were such as to enable him to unveil completely the least creditable phase of his patron's statecraft — his dealings with the press. His was usually the hand employed to let fly the poisoned shaft shot in the darkness; he was the trusted go-between who secured for an occasion the venal columns of the influential but unofficial journal; or who, when the work in hand was too dirty or dangerous for a decent paper to touch, hired the services of "some obscure, disreputable sheet" ("*irgend ein entferntes Schandblatt*"). "Morality," Bismarck used to say, "has absolutely nothing

to do with the business of politics"; and that this axiom was with him no mere hardy flourish of cynical paradox, the tale of his relations with journalism, as told by his literary factotum, amply shows. We cannot enter into the tortuous details of this story here. The narrator tells it apparently with the most naive unconsciousness that he is degrading for all time the memory of the man he worshipped. In this regard Dr. Busch is unique among biographers. His blindness to the ludicrous discrepancy between his idolatrous attitude toward his hero, and the squalid truths he tells of him, is not the least remarkable thing about his book. He is like the lover who mingled rapturous apostrophes to his mistress with a startling catalogue of her personal defects. Perhaps Dr. Busch means to prove the depth and sincerity of his devotion by showing us the obstacles it could overcome; but at all events, his readers cannot fail to wonder at him as he goes on placidly enumerating instance after instance of his hero's duplicity and brutality, and then unctuously tells how he used to address him to his face as "*Mein Heiland*" (my Savior) and "*My Messiah*." Once he is not ashamed to compare the unscrupulous old minister, looking back on his political achievements, to "God the Father on the seventh day regarding the world he had made"!

Naturally, the course of Dr. Busch's devotion to Bismarck did not always run smoothly. Sometimes he was roughly snubbed by the big man — for instance, at the battle of Sedan, when, a movement of the troops being under discussion, he rashly ventured a mild strategical suggestion of his own. But in general he was decently and even civilly treated; and to his credit be it said that he clung to the heels of his imperious master with dog-like fidelity, through sunshine and shade, till the end. Occasional scraps of gruff praise that were tossed to him he received with joy and records with pride. "*Büschlein*" (little Busch) was the friendly diminutive the Chancellor latterly came to call him by. When the big man was angry, "*Büschlein's*" attitude was humble and conciliatory — as we judge, like that of Sterne's donkey, whose look seemed to say, "Do n't beat me, but if you will you may." That this meekness of bearing toward his Chief was not due to a lack of spirit, or of personal courage in general, is plain. Dr. Busch shows himself in his book the fearless and outspoken partisan of Bismarck; and if we are not much mistaken there is more than one passage in the closing



chapters, wherein he grows warm over the grievances of the exile of Friedrichsruhe, that may yet cost him dear — say a twelvemonth in jail for *Majestätsbeleidigung*. Once, in a transport of nettled partisanship, he does not scruple to sneer pointedly and on his own account at the "narrow and mediocre mind" of the Consecrated One himself! We tremble for Dr. Busch.

As was to be expected, the book abounds in quotable passages — is made up of them, one may almost say. To convey here by examples anything like a fair notion of its richness in this regard is out of the question. A good story illustrative of the Chancellor's rather malicious humor, and of his habit of poking fun at qualities he was pleased to term "professorial," is that told by him of Humboldt. Bismarck said:

"Under the late King I was the sole victim when Humboldt chose to entertain the company in his own style. He usually read, often for hours at a time, the biography of some French savant or architect in whom nobody in the world but himself took the slightest interest. He stood by the lamp holding the paper close to the light, and occasionally paused to make some learned observation. Although nobody listened to him, he had the ear of the house. The Queen was all the time at work on a piece of tapestry, and certainly did not understand a word of what he said. The King looked through his portfolio of engravings, turning them over as noisily as possible, evidently with the intention of not hearing him. The young people in the background enjoyed themselves without the least restraint, so that their cackling and giggling actually drowned his reading, which, however, rippled on without break or stop, like a brook. Gerlach, who was usually present, sat on his small round chair, which could barely accommodate his voluminous person, and slept so soundly that he snored. The King was once obliged to wake him, and said, 'Pray, Gerlach, don't snore so loud!' I was Humboldt's only listener, that is to say, I sat still and pretended to listen, at the same time following my own thoughts, until at length cold cake and white wine were served. It put the old gentleman in very bad humor not to have all the talk to himself. I remember once there was somebody there who managed to monopolize the conversation — quite naturally, it is true, as he was a clever *raconteur* and spoke about things that interested everybody. Humboldt was beside himself. In a peevish, surly temper, he piled his plate so high [pointing with his hand] with *pâté de foie gras*, fat eels, lobsters' tails, and other indigestible stuff — a real mountain — it was astounding that an old man could put it all away. At last his patience was exhausted, and he could not stand it any longer. So he tried to interrupt the speaker. 'On the peak of Popocatepetl,' he began, — but the other went on with his story. 'On the peak of Popocatepetl, seven thousand fathoms above,' — but he again failed to make any impression and the narrative of the other maintained its easy flow. 'On the peak of Popocatepetl, seven thousand fathoms above the level of the sea,' he exclaimed in a loud and excited tone, — but with as little success as before. The talker talked on, and the company had no ears for anybody else. That was something unheard

of, outrageous! Humboldt threw himself back in morose meditation over the ingratitude of mankind, and shortly afterwards left."

Dr. Busch records many uncomplimentary things said by Bismarck of foreigners, especially the French and the English. To Americans he was partial — thanks, perhaps, to his intimacy with Motley. Bancroft, too, he particularly esteemed, pronouncing him a model diplomat. Napoleon III. he flatly styled "a muddle-headed fellow," and he had a poor opinion of Gladstone — "Professor Gladstone," he ironically styled him. France, he observed in 1870, "is a nation of ciphers — a mere herd."

"The French are wealthy and elegant, but they have no individuality, no consciousness as individuals, but only as a mass. They are like thirty million obedient Kaffirs, each one of whom is in himself featureless and worthless, not fit to be compared with Russians and Italians, to say nothing of ourselves. You can give a Frenchman twenty-five lashes, and if you only make a fair speech to him about the freedom and dignity of man of which those lashes are the expression, and at the same time strike a fitting attitude, he will persuade himself that he is not being thrashed. . . . If you peel the white hide off a Gaul you will find a Tureo under it."

Comparing the Latin with the Germanic races, in 1871, Bismarck was drawn into some interesting general observations.

"The Germanic race is, so to speak, the male principle throughout Europe — the fructifying principle. The Celtic and Slav peoples represent the female sex. That principle extends as far as the North Sea and then across to England.' I ventured to add [says Dr. Busch], and also as far as America and the Western States of the Union, where some of our people form the best part of the population and influence the manners of the rest. 'Yes,' he replied, 'those are their children, the fruit they bear. That was to be seen in France while the Franks still had the upper hand. The Revolution of 1789 was the overthrow of the Germanic element by the Celtic. And what have we seen since then? And this held good in Spain so long as the Gothic blood predominated. And also in Italy, when in the north the Germans also played a leading part. When that element exhausted itself, there was nothing decent left.'"

Dr. Busch's pages are well salted with pithy and characteristic Bismarckiana. "I am of opinion," he once said, "that to prevent mischief the Jews will have to be rendered innocuous by cross-breeding." Discussing projects for State aid to the poor, he asked: "Why should those who have in battle become incapable of earning a livelihood be entitled to a pension, and not also the rank and file of the army of labor?" "The kindlier affections," he averred, "have as little place in the calculations of politics as in those of trade."

But we must take leave of Dr. Busch's extremely interesting memoir. Its basis, it should be added, is a diary ranging over the twenty

odd years of the author's intercourse with Bismarck, the conversational portions of which were in most cases jotted down within an hour after the words recorded were spoken. That Bismarck was aware of his Boswell, and approved of his proceedings, is clear. "*Büschlein*," he remarked in 1891, "will one day long after my death write the secret history of our time from the best sources of information." Dr. Busch's "secret history," as we now have it, does not tend to enhance our admiration, still less our liking, for the puissant Chancellor. But its author has rendered a great service to the cause of impartial truth. His book is, in its class, of the very first importance — the one book of the season that the student of our century's political history should read, whatever else be neglected. The volumes are handsomely made and they contain some striking and well executed portraits; but we must complain of the very insufficient index.

E. G. J.

#### FIRST OF THE WAR HISTORIES.\*

The first of the war histories, the leaves of which are soon to be as those of Vallambrosa for multitude, is upon us in the form of advance sheets of "The Fall of Santiago." This record flows from the facile pen of Mr. Thomas J. Vivian, whom his title-page announces as the author of "With Dewey at Manila." It pays the penalty of its timeliness by cumulative evidences of haste in letter-press, illustrations, and proof-reading. It also appears to be rather the raw material of history than history itself.

Possibly the first thought which the book induces is one of satiety. We are desperately tired of the war and its malarial atmosphere; and, after all the praise poured upon us by critics of more or less competence for our fighting, and the dispraise we seem to be heaping upon ourselves for nearly everything else, it requires something strong, either by way of flattery or oburgation, to rouse our jaded intellects. Such being the fact, the faults of this book are doubtless more prominent than they will appear to be in the ensuing years. A style which is as of that of the newspapers, though without the advantage these possess of careful copy-reading before publication, is the most apparent of these. Next come the pictures, some of them the ordinary process cuts of modern journals, others half-tone reproductions of

\*THE FALL OF SANTIAGO. By Thomas J. Vivian. New York: R. F. Fenno & Co.

the admirable photographs done for Mr. W. R. Hearst, but neither of them quite suited for serious history. So much for manner.

A digression may be pardoned in respect of the original sources of information which have been at the historian's disposal here. Aside from the official reports, many of them available through the daily press, the war correspondents themselves seem to speak with the highest authority, due to their having been eyewitnesses of nearly all the facts to be chronicled. And for this we are largely indebted to the so-called "yellow journals." Whatever else these deleterious adjuncts of our civilization may be, they are not parsimonious in their expenditures for news. When their arrangements for giving the people of the United States the last information from the seat of hostilities had been completed, it was found that they had sent to the front men of approved skill as writers and pictorial artists in such profusion that all the papers, whether daily or weekly and whatever their color, must engage themselves in similar extravagance or be hopelessly behind in the purveying of news. This has made the war one of correspondents in good part; and there is no doubt that there were so many of them that they would have become an insufferable nuisance had they not developed the most versatile talents as warriors, scouts, nurses, and everything else that brave men can be. What newspaper men have long known has now been demonstrated to the world at large: that the papers are able to command a service which for absolute devotion to the duty before them ranks next to that called forth by patriotism.

But, owing to the censorship, this service was uneven. Up to the fall of Santiago, which covers the entire time allotted to the book in hand, the telegraphed reports were not particularly full or satisfactory in any respect, while all their deficiencies were more than made up, except in point of mere timeliness, by long and well-written letters transmitted through the mails for the purpose of avoiding the censorship. After the fall of Santiago, especially during the operations in Puerto Rico (the official spelling, and a deplorable one), the censor was dismissed, and in consequence the telegraphic reports were much more detailed and were not supplemented by the still better letters of the weeks before.

Another source, which could have been depended upon in former wars to a much greater extent, is found in private letters written by the soldiers and sailors. These overflowed the papers, and have proved to be curiously un-

trustworthy in many instances. One of these may be cited from the book before us, where the credit of being first to descry the approach of Cervera's squadron when opening the battle of July the third off Santiago is awarded to a young man whose chief claim to the honor lies in the fact that he wrote home and told them there that he did it: at least, a letter addressed to his captain, Evans, of the Iowa, elicited the reply that neither he nor anyone else on board the battleship had been awarded the prize mentioned for his alleged vigilance, that no such prize had been offered, and that the article of discovery was in any event rather joint than several. A number of similar incidents might be given here if they were of any applicability.

It will be observed that all these sources are exclusively American, and that history, like so many other things, has two sides to it. In the book now written by Mr. Vivian this lack is quite apparent. Some of the messages of the Spanish generals appear in the wonderful translations that lead a reader to infer that the United States had no Spanish scholars in all their broad domain. The log-book of the "Colon" has been drawn upon, with excellent results. But, generally speaking, the Spanish are not given the credit they deserve for their courage in the fighting about Santiago, though it is to be feared it was the miserable slanders respecting American cruelty rather than character which sustained them. Other defects follow from lack of information from the enemy's camp.

There is a commendable frankness in Mr. Vivian's account of the taking of Santiago which we trust will prevent the annals of the Hispano-American war being disfigured with the gross inaccuracies that characterize the histories of the land operations during the War of 1812. The larger it is writ that politics is not suited to field operations, and that, however necessary trained soldiers may be found in times of peace, they are still more essential in periods of war, the surer the nation will be enabled to avoid the drubbing otherwise in store for it at the hands of some enemy in future. However mortifying to our sense of pride, the truth will make us free: an observation which makes an appeal to statesmen, and none whatever to mere politicians.

Among minor defects in Mr. Vivian's work, the use of types which lack the Spanish diacritical marks is most annoying. The Spanish spelling is more nearly orthoëpic than any other in Europe. Any deviations from the two sim-

ple rules of accent are indicated. "N" with and "n" without the circumflex are different letters. Here, not even the cedilla is used for the "c" soft before "a," "o," and "u." Surely it is not asking too much of the linotype to have these additional types provided. What is chiefly commendable in the book is a certain picturesque and vehemence that carry the narrative over many discouragements; while the facts are in the main closely adhered to, as we understand them.

WALLACE RICE.

#### ORIENTALIST, TRAVELLER, AND DIPLOMAT.\*

Besides the interest which every scholar must feel in Sir Henry Rawlinson as the Champollion of cuneiform decipherment, the general reader cannot fail to find entertainment as well as instruction in Canon Rawlinson's account of his brother's long life — covering the years from 1810 to 1895 — which was devoted as much to travel, adventure, and military and diplomatic service, as to philological and geographical research.

He seems to have been a second, or rather an earlier, Sir Richard Burton, in his love of adventure spiced with danger, and in the facility with which he acquired the languages of the East. The sacred city of Kum and the renowned shrine of Fatima, said never to have been entered by a European, possessed attractions for him, when he was serving as a young lieutenant in Persia, too great to be resisted. Instant death menaced the audacious infidel who should be discovered intruding upon the holy precincts, and it was only by assuming the disguise of a Persian Pilgrim that the young Englishman gained admission to the temple.

"The guardian gave him the customary form of words, and he repeated them; but shortly afterwards his eye was attracted by some magnificent suits of steel armour which hung upon the walls, and he found with a thrill of alarm, that while curiously contemplating them and speculating upon their age and origin, he had almost turned his back upon the sacred spot where the saint lay — the cynosure of all the eyes of 'true believers.' Fortunately for him, his lapse was not remarked — it had been little more than momentary — otherwise, in all probability, a promising career would then and there have been cut short, and a light lost to philological, geographical, and diplomatic science with which they could ill have afforded to dispense."

A full account in Sir Henry's own words of

\* A MEMOIR OF MAJOR-GENERAL SIR HENRY CRESWICK RAWLINSON, BART. By George Rawlinson, M.A. With an Introduction by Field-Marshal Lord Roberts of Kandahar, V.C. Illustrated. New York: Longmans, Green, & Co.



a novel road race ridden by him in India in 1832 shows still farther the spirit and nerve of the young man. He rode, with an occasional change of mounts, from Poonah to Panwell, seventy-two miles, for a stake of one hundred pounds. The wager required him, in order to win, to cover the distance in four hours — one hundred rupees to be forfeited by him for every minute over that time, and the same amount to be paid to him for every minute saved. After several mishaps and hairbreadth escapes, the rider reached his goal, fifty-three minutes ahead of time! In this connection two other instances of narrow escape from death may be noted. On one occasion he was descending the Tigris on a raft, when he and his attendants were attacked by a band of Arabs, who opened fire on them from the bank. Rawlinson chanced to be writing at the time, and was holding the ink-bottle in his left hand, when a bullet struck it from between his fingers. One of his escort was killed, and he only prevented farther loss by landing with a few men and driving off the assailants. Some years later, during his residence at Candahar as political agent, at the time of the great Affghan War, he barely escaped assassination by a lucky accident. For three successive days he was detained in the courthouse dispensing justice to all complainants, much beyond his usual hour of leaving, and was thus prevented from taking his customary evening ride. A fanatic — one of a band of forty who had sworn on the Koran to accomplish the assassination of the Great Feringhee, as Rawlinson was called — lay in wait for him for three evenings where he was wont to mount his horse, having pledged himself neither to eat nor drink until he had done the deed. On the third evening, as the Great Feringhee still failed to appear and the would-be murderer was nearly crazed with thirst, he was forced to content himself with stabbing the secretary of his intended victim, whereupon he was immediately arrested and taken before the latter to receive sentence of death.

Such indications of a hardy and daring temperament gain an added significance when we turn to consider Rawlinson's achievements as a geographical explorer and a discoverer of cuneiform inscriptions. The trilingual inscription on the great rock of Behistun — the Rosetta Stone of cuneiform decipherment — would never have yielded up its secret to a man of less physical activity and persistency of purpose. Nor could the geography of certain districts of interior Asia, over which he travelled,

have been mastered by one of a less adventurous and daring nature. The Journals of the Royal Asiatic Society and of the Royal Geographical Society, of fifty and sixty years ago, bear record of the young explorer's achievements.

The zenith of Rawlinson's career as a diplomat was reached in 1859, when he was appointed Ambassador to the Persian court. His long residence in Persia, his personal friendship with the Shah, and his familiarity with the language and customs of the country, made his nomination a happy one, although events beyond his control caused him to resign his office only six months after entering upon it.

The remainder of his life was passed in England, — as a member of Parliament, a student of and writer on cuneiform inscriptions and oriental antiquities, a trustee of the British Museum, a life member of the India Council, member and president of the Royal Geographical Society, and contributor of scientific and political articles to various publications. It is interesting to learn that his favorite poem, and one which he often repeated in later life, was Longfellow's "The Day is Done"; and also that as early as 1857 he was given the degree of LL.D. by Dartmouth College.

The life of this distinguished Orientalist, as told by his younger brother and ardent admirer, certainly loses nothing in the telling. It is sympathetic, and inspires the reader with something of its author's love of his theme. But why must the Canon drag his favorite Herodotus into the body of his text, untranslated at that — however brief the quotation? And is it not a bit of unnecessary pedantry to use the verb *desiderate* instead of *desire* or *want*? The chapter on personal characteristics, by the present Sir Henry Rawlinson, adds much to the warm human interest of the book, but contains one note jarring to American ears. In referring to his father's scrupulous care, as a public servant of her Majesty, to avoid engaging in any commercial enterprise or even lending his name to the promotion of such enterprise, the writer says: "We have been drifting lately nearer, perhaps too near, to the system of financial morality prevalent on the other side of the Atlantic." However, we may be allowed to take our revenge in a harmless smile at Sir Henry's mixing of metaphors when he adds: "Let us hope that our drifting . . . may ere long be turned into the straight and upright channel."

PERCY FAVOR BICKNELL.

## RECENT PEDAGOGICAL LITERATURE.\*

For a third of a century Dr. W. T. Harris has been contributing generously to the growing educational literature of the country — addresses, articles, papers, lectures, prefaces, introductions, reports, "discussions," etc., — contributions rich in the fruits of reading, thought, and experience. Still, until now there has been no one work that could be said to present in one view the essential features of his system of educational thought. To arrive at such a view, the student must consult many scattered publications and make a synthesis of his own. This situation was the more remarkable because Dr. Harris has stood for years, by common consent, as the foremost pedagogical thinker and the highest educational authority of the country. The "Psychologic Foundations of Education" at once puts an end to this state of things, and meets the desire, often expressed and still oftener felt by the foremost teachers, educators, and thinkers of the country, that Dr. Harris should embody his system in a single treatise. It would be only belittling the work

\* **PSYCHOLOGIC FOUNDATIONS OF EDUCATION.** An Attempt to Show the Genesis of the Higher Faculties of the Mind. By W. T. Harris. New York: D. Appleton & Co.

**ROUSSEAU AND EDUCATION ACCORDING TO NATURE.** By Thomas Davidson. New York: Charles Scribner's Sons.

**THE MEANING OF EDUCATION, and Other Essays and Addresses.** By Nicholas Murray Butler, Professor of Philosophy and Education in Columbia University. New York: The Macmillan Co.

**PROGRESS IN WOMEN'S EDUCATION IN THE BRITISH EMPIRE.** Being the Report of the Education Section, Victorian Era Exhibition. Edited by the Countess of Warwick. New York: Longmans, Green, & Co.

**PORTE ROYAL EDUCATION.** Saint-Cyran; Arnauld; Lancelot; Nicole; De Saclé; Guyot; Coustel; Fontaine; Jacqueline Pascal. Extracts, with an Introduction. By Felix Cadet, Instructor-General of Public Instruction. Translated, with an Index, by Adnah D. Jones. New York: Charles Scribner's Sons.

**EDUCATIONAL REFORM.** Essays and Addresses. By Charles William Eliot, LL.D., President of Harvard University. New York: The Century Co.

**THE APPLICATION OF PSYCHOLOGY TO THE SCIENCE OF EDUCATION.** By Johann Friedrich Herbart. Translated and Edited, with Notes and an Introduction to the Study of Herbart, by Beatrice C. Milliner, B.A., Lond., Lecturer at the Ladies' College, Cheltenham. With a Preface by Dorothea Beale, Principal of the Ladies' College, Cheltenham. New York: Charles Scribner's Sons.

**THE STUDY OF THE CHILD.** A Brief Treatise on the Psychology of the Child, with Suggestions for Teachers, Students, and Parents. By A. R. Taylor, Ph.D., President of the State Normal School, Emporia, Kansas. New York: D. Appleton & Co.

**THE REPUBLIC OF PLATO.** With Studies for Teachers. By William Lowe Bryan, Ph.D., Professor of Philosophy, Indiana University, and Charlotte Lowe Bryan, A.M. New York: Charles Scribner's Sons.

**THE DEVELOPMENT OF THE CHILD.** By Nathan Oppenheim, Attending Physician to the Children's Department of Mt. Sinai Hospital Dispensary. New York: The Macmillan Co.

**CHILD CULTURE IN THE HOME.** A Book for Mothers. By Martha B. Mosher. Chicago: Fleming H. Revell Co.

**A STUDY OF A CHILD.** By Louise E. Hogan. Illustrated with over 500 original drawings by the child. New York: Harper & Brothers.

to apply to it the stock expression, that its appearance is the "event of the year."

The space at our disposal forbids the more lengthy notice that the book deserves and that we should be glad to give. There are plenty of points that attract the reviewer's attention. The scheme adopted, going over the principal matters considered twice — once unsystematically in the chapters bearing the general title "Psychologic Method," and then systematically in another series entitled "Psychologic System" — has its points of both advantage and disadvantage. The book is not one for novices and amateurs; even trained pedagogists will not always find it easy reading. Dr. Harris is so completely at home in the pale land of philosophical abstractions, that he does not always make sufficient allowance for the infirmity of the ordinary reader; we mean the ordinary reader of solid pedagogical works. We are well aware that such a mind as his cannot pour out all its riches in a duodecimo volume of four hundred pages, but there are some points that we think he should have treated more fully. Such a page as the following one, however, leaves nothing to be desired on the score of clearness.

"We have omitted any notice of the fields of labour now diligently worked in the psycho-physiological laboratories of America and Europe — namely, the ascertainment of exact quantitative experiments of the velocity and intensity of nerve-currents to the brain from various organs, or outwardly from the former to the latter. All quantitative measurement is useful in the process of inventorying Nature, and there is no doubt that the devotees of 'psycho-physics' will discover much that is valuable on their road. De Soto and others went in search of the 'Fountain of Youth' and discovered vast rivers and the details of the continent, though the object of their expeditions was a figment of the imagination. 'Saul, the son of Kish, went out to find his father's asses, but found a kingdom.' Many people have done the reverse of this, and men of average capacity are usually well satisfied if in their search for kingdoms they are rewarded by finding useful beasts of burden. In the laboratories of the students of psychology no metaphysical results, nor results in pure psychology of a positive character, will be arrived at, it is safe enough to say. But it is equally safe to expect very useful discoveries relating to the proper care and nurture of our nervous system — in short, a stock of pathological and educational knowledge and scientific insight into the relation of man to other animals, and to his own historic evolution."

Perhaps no writer has subjected the educational system of Rousseau to a more searching examination than has Mr. Davidson in his work on "Rousseau and Education According to Nature." Beginning with the ideas and aspirations current in Rousseau's time, and that filled his atmosphere, the author proceeds to relate the material facts of Rousseau's life, to expound his educational theories, and sum up his influence, in a volume that, for its size, leaves nothing to be desired in respect to fulness, clearness, or general correctness. As he suggests in his preface, the "Rousseau" stands at the opposite pole of thought to his "Aristotle"; that work gave an account of

ancient, classical, and social education, while the present one deals with modern, romantic, and unsocial education. The chapter on Rousseau's influence gives a brief but comprehensive and firm view of the extent and nature of the effects that he produced on politics, religion, literature, art, and education. Under the last head, Mr. Davidson finds that most of the good work which he did was merely negative. He says:

"In so far as Rousseau laid bare the defects and abuses of the society and education of his time, and demanded reforms in the direction of truth and simplicity, he did excellent work; but when he came to tell how such reforms were to be accomplished, he propounded a system which, from a social and moral point of view, has hardly one redeeming feature, and which is frequently in glaring contradiction with itself."

Still, he says Rousseau's influence has been powerful beyond measure, and calls him the father of modern pedagogy, even despite the fact that most of his positive teachings had to be rejected. He calls him, too, the father of democracy, which suggests to us the principal criticism that we have to make on the book. We do not find in it an adequate recognition of the prodigious influence that modern democracy has had on modern education. The author's final estimate of his subject appears to be a late one; at least, he says in his preface: "If my estimate of Rousseau's value as an educator proves disappointing to those who believe in his doctrines, I can only say, in excuse, that I am more disappointed than they are."

It is not always, or perhaps often, that a definite centre of unity and interest can be discovered in a book which is made up of the author's miscellaneous addresses and essays covering a period of fifteen years, even when they relate to the same general subject. This may, however, be fairly claimed for Dr. Butler's new volume, "The Meaning of Education," the reason being that his thinking on education is controlled by a consistent general view of the whole field; a view formed, he expressly tells us, from the evolutionary standpoint. His utterances on educational subjects, he also assures us, have been controlled by the following convictions:

"First, that education, in the broad sense in which I use the term, is the most important of human interests, since it deals with the preservation of the culture and efficiency that we have inherited and with their extension and development; second, that this common interest can and should be studied in a scientific spirit and by a scientific method; and, third, that in a democracy at least an education is a failure that does not relate itself to the duties and opportunities of citizenship."

The book is not a treatise, and does not profess to be; still, questions that are raised in one address or essay are sometimes answered in another. Thus, the author's statement at the close of the second address, that "that knowledge is of most worth which stands in closest relation to the highest forms of the activity of that spirit which is created in the image of Him who holds nature and man alike in

the hollow of His hand," leaves us inquiring what this knowledge is; but by turning back to the preceding address we find at least the practical answer. There is no part of the book that college and university men can read to more advantage than the third one: "Is there a New Education?" Dr. Butler here declares that as respects the application of psychological knowledge to teaching, the elementary teacher, especially in the Western States, is far in advance of all other teachers. And he sets forth in strong language the ignorance of the principles of pedagogy and of education shown by a large number of teachers in the higher schools. "Here and there a secondary school master, and here and there a college president or professor, takes a genuine and intelligent interest in education for its own sake; but the vast majority know nothing of it and are but little affected by it." He might have added that, as a rule, the farther these teachers have followed their own lines of specialized study,—the more thoroughly Germanized they have become,—the less they know and the less they care about education as such.

The Countess of Warwick thus explains, in her brief preface, the genesis of the book on Women's Education in Great Britain, for which she stands sponsor:

"Amongst the multifarious sights of the Jubilee year of our Gracious Queen's reign, perhaps none gave greater occasion for thoughtful interest than the 'Women's Work Section' of the Victorian Era Exhibition at Earl's Court; and of these the sub-section 'Education' was a striking object lesson of a movement essentially belonging to the past sixty years. In addition to the permanent exhibit in the Education Section, a series of Saturday Conferences and a three days' Education Congress were arranged. The Conferences dealt with various sides of women's work, professional and educational; the Congress with what might be called the Imperial aspect of Education."

The volume contains the addresses, papers, and discussions that were offered in these Saturday Conferences, together with some prefatory and introductory matter. It is a book of facts rather than of ideas,—an attempt to show what, in the Jubilee Year, the British Empire was doing for the education of women. Those who are seeking information concerning this many-sided subject will find it here. If we could have a volume giving a similar view of women's education in the year that the Gracious Queen ascended the throne, the two books would offer about as striking an educational contrast, considering the interval of time, as could well be shown.

"Port-Poyal Education" will be a welcome addition to pedagogical libraries in the United States. The group of great teachers, able teachers and writers, and noble men and women for whom the name stands is not as well known among us as it should be. The book is mainly composed of extracts, but the editor has supplied an historical and critical introduction of sixty-seven pages. For this country this introduction, while a good one in itself, might



have been better; a more detailed and elementary account of Port Royal and of what the name signifies, would have added interest to the book. The extracts are the best of the Port Royal pedagogy, and they show the depth, weight, and seriousness of all that the famous solitaires wrote and did. It is well to read such classics, if for no other purpose than to show how much that is now thought new is really old. Might we not now accept Nicole's definition of the most essential quality in the preceptor of a prince as a good definition of the essential quality in the teacher?

"It cannot be better explained than by saying that it is that quality which makes a man always blame what is blameworthy, praise what is praiseworthy, disparage what is low, impress with a sense of what is great, judge everything wisely and equitably, and express his judgments in an agreeable manner, suitable to those to whom he speaks, and, in fine, makes him direct the mind of his pupils to the truth in everything."

And then, how modern are these paragraphs from the same writer:

"The aim of instruction is to carry our minds to the highest point they are capable of attaining."

"It does not give memory, imagination, nor intelligence, but it cultivates them all. By strengthening them one by another, the judgment is aided by the memory, and the memory is assisted by the imagination and the judgment."

"When some of these parts are absent they should be supplied by others. Thus, the tact of a master is shown in setting his scholars to things for which they have a natural liking. Some children should be instructed almost solely with what depends on memory, because their memories are strong, but their judgment weak; and others should at first be set to things regarding judgment, because they have more judgment than memory."

"It is not properly the teachers nor extraneous instruction that cause things to be understood; at most they only expose them to the interior light of the mind, by which alone they are accompanied; so that when this light is not found, instruction is as useless as wishing to show pictures during the night."

No matter whether they agree or not with the opinion expressed not long ago that President Eliot is the greatest constructive force that has acted upon American education in recent years, the better teachers and educators of the country will heartily welcome the volume of essays and addresses to which he has given the name of "Educational Reform." He explains, in his preface, that the papers contained in the volume have been selected from a much larger number, on the ground that they set forth with clearness and sufficient amplitude the various educational reforms that he has been trying to promote during the last thirty years. The title well expresses the character of the work, as "educational reformer" would well express the character of its author. We notice the absence from the collection of the articles on "The New Education" published in "The Atlantic Monthly," which first drew general attention to Dr. Eliot, and had much to do, as was then understood, with making him President of Harvard University. The arrangement is chrono-

logical, and the first paper is the inaugural address, delivered in October, 1869. The author says that almost all the reforms advocated in the later papers are distinctly, though slightly, outlined in this address; possibly, however, some of his readers will not be able to see them all there as distinctly as he sees them. The papers are marked by that breadth of view, virility of thought and expression, and courage which have contributed so much to the success of President Eliot's administration at Harvard, and without which it would have been impossible. We find him saying in the inaugural: "In spite of the familiar picture of the moral dangers which environ the student, there is no place so safe as a good college during the critical passage from boyhood to manhood." If he can persuade the public of this truth, he will at once assuage the anxieties of some breasts that are now troubled, and stimulate attendance upon colleges. The papers are eighteen in number, and they touch the whole range of education, from lowest to highest, professional schools included.

Herbart's "Application of Psychology to the Science of Education" is, so far as we are aware, the fourth of this writer's educational works to be presented in an English dress. Translations of the "Text-book in Psychology," the "Science of Education," and the "Æsthetic Revelation of the World," the two last in one volume, came out some years ago. The "Application" was a late product of Herbart's pen; it appeared in the form of short letters, was meant to be supplementary to the "Science of Education," and was never completed. Miss Millner has rendered students of pedagogy, and especially Herbartians, a service by her translation and her "Introduction to the Study of Herbart." The frequent translation of Herbart's books, to say nothing of the large secondary literature, shows how much interest the Herbartian pedagogy has awakened. This interest cannot be indefinitely maintained, relatively speaking, and it is not desirable that it should be; but it will not ebb until the more valuable Herbartian ideas have become incorporated into our general stock of pedagogical thought, such as the ethical ideal, apperception, and interest. We do not remember a better brief characterization of Herbart than the one that Mr. Davidson gives in the work noticed above:

"Ideas are treated as forces which may be compounded, and whose mechanical relations and resultants may be stated in mathematical formulas. With such notions he could, of course, arrive at no conception of a free will or any true morality. To have will is nothing more than the mechanical resultant of his idea-forces. But in spite of these serious drawbacks, which tend to make education a mere mechanical matter, Herbart's contributions to the science of pedagogy were most valuable and lasting."

President Taylor's "Study of the Child" is something quite different from the conventional book on child-study. It is not an inventory of child-actions, child-words, and child-ideas and feelings, nicely ex-

pressed in tables and summaries and left with little attempt at interpretation or synthesis—a monument to their author's interest in facts,—but it is just what the secondary title expresses, a brief treatise on the psychology of the child. It is strongly marked by the method and spirit of the objective psychology, and could not have been written without the new insight from that quarter, but it also recognizes the fact that, at bottom, psychology is an introspective science. The matter of the book is well chosen, the plan easy and natural, and the style clear, while the more abstract parts are well set off by concrete examples.

Professor and Mrs. Bryan's "Republic of Plato" has been prepared with a view of bringing the ideas, methods, and spirit of that great master to bear more directly upon the teaching and education of the country. The object is a commendable one. The "Studies for Teachers" consist of careful analyses of the several books of the "Republic"—what it was once the fashion to call "arguments." These studies those who use the book will find very helpful. Following them is a general introduction, historical and critical in character. The editors have taken a hint from the current Sunday School Lesson Leaf: "In the Studies some golden sayings have been quoted in full, in the hope of making them current coin among us."

Dr. Oppenheim's "Development of the Child" is made up of a series of well-considered studies, written solely from the modern objective or strictly scientific point of view. We interpret the book to mean that the author took up for discussion a class of subjects that he thought very important and also very much neglected, and not that it expresses the full range of his pedagogical thought. His method and spirit are well shown by the chapter devoted to the value of the child as a witness in suits at law. After showing that the old writers on evidence placed the stress on the religious element involved in the sanctity of an oath, he proceeds to show that it should rather be placed on the child's ability to understand the facts involved in his testimony and correctly to report them. His argument is perfectly conclusive, but we fear that a majority of jurists and lawyers have not the scientific training to appreciate its force. The subject has obvious practical difficulties, and we are by no means sure that the dictum, "The only safeguard that can effectually preserve the common interest is the withdrawal of such child-evidence from courts of law as a well-informed man must, *a priori*, doubt," would remove them. Dr. Oppenheim finds in the profession of maternity the highest activity of woman, but he does not find that the new education provided for women in any way fits them the better for the performance of this activity. But this opinion is less discouraging than the old one, which was that it tended directly to unfit them. He holds that a careful and exact preparation for the work in hand has to a certain extent received recognition, that it

is one step of immense importance, one stride in the right direction; still, he contends that the young man enters much more fully into the enjoyment of the new education than the young woman, even if her education is described as "higher." "A young man's training," he tells us, "is designed to further his ability to accomplish definite work in the world; his sister's is still arranged on the plan of making her appear better cared for, more advantageously placed, better apparelled in mental garments than her neighbors." It is quite safe to say that a majority of the young women now in colleges and universities will not take kindly to this view of the matter.

In her attractive volume, "Child Culture in the Home," Mrs. Mosher addresses to mothers, in a pleasant style, much sound instruction that they need to know and lay to heart. There are sixteen chapters, all bearing such practical titles as "The Emotions," "The Moral Sense," "The Training of the Will," "Manners," "Domestic Economy," and "Civic Duties." We have not discovered fresh or novel ideas in the book, but its old lessons, shaped anew and fitted to new conditions, will never go out of fashion, because they are essential to sound child-culture, and, in great degree, to the best interests of human life.

The *motif* in the preparation of "A Study of a Child," as stated by the author, "is the interest awakened in America and Europe by the child-study movement, the fascination that lies in the sayings and the doings of children, and especially the expressed desire of psychologists, physicians, and teachers for opportunity to study individual child records, both normal and abnormal." The book opens with an argumentative chapter, "Reasons for Child-Study in the Home," and then proceeds with the "record" which "is given exactly as it was originally written, with a few additional explanatory remarks concerning the course taken to produce the results recorded." These "results" are a large collection of facts observed by an intelligent observer in the first eight years of the development of an individual child, that is endorsed as healthy, happy, and intelligent, care being taken to interfere as little as possible with his spontaneity. They have slight connection, or rather none except what is furnished by chronological sequence. The large number of original drawings add to the value of the book.

The foregoing list of books suggest two or three things that are worth noting. One is the activity of the pedagogical mind of the country. These works all bear the date 1898, and are the accumulation of three or four months. It is not so very long ago that, to make up an equal list, one would have been compelled to run over a series of years, and then the books would have been only relatively as good. It is only within a few years that books of as high a character as several of these began to be written in the country. Again, the list shows, very happily, the range that our pedagogical litera-

ture is taking. The three great fields are all covered more or less fully—the science, the art, and the history of education. Unless all signs fail, the education of the country must be steadily improving.

B. A. HINSDALE.

#### BRIEFS ON NEW BOOKS.

*A model classical text-book.*

Professor Shorey's edition of the Odes and Epodes of Horace, recently published in "The Students' Series of Latin Classics" (Benj. H. Sanborn & Co.), is a text-book of such unusual value that it must be given more than the perfunctory mention usually accorded to publications of this description. There are annotated editions of Horace without number for college use, and it would seem at first thought that to add another to the number was about as unnecessary a task as a scholar could attempt. But an examination of this new edition not only justifies its existence, but sets a new standard of excellence for works of the class to which it belongs. To put the matter briefly, we doubt if there has ever before been brought to the preparation of a classical text for school use so complete a knowledge of the literature of all ages and so great a wealth of illustrative material as are condensed into the four hundred pages of Dr. Shorey's introduction and notes. There is such a thing, no doubt, as over-annotation, but this criticism does not apply to the apparatus with which the present volume is provided, and an examination of these notes, extensive as they are, reveals the fact that, so far from being padded, or eked out by the admission of pedantic trivialities, they illustrate the extreme of compactness, and that they contain nothing the scholar would willingly miss. The average college student, of course, could get along with much less help than is here offered, but for him the remedy is obvious enough, and the book has the great merit of providing the student (in or out of college) who is not of the average type with a richer treasury of comment, parallel passages, and Horatian echoes in modern poetry, than has previously been brought within the covers of one volume. Let us quote one note, taken almost at random, by way of illustration. The subject is from Ode IV., XIV., 31.

"Metendo: cf. on 4, 11, 30. For image, cf. Il., 11, 67, 19, 223; Catull., 64, 353-355; Verg., Æn., 10, 513; Æschyl., Suppl., 637; Gray, The Bard, 'And thro' the kindred squadrons mow their way'; Macaulay, Regillus, 23, 'Like corn before the sickle | The stout Lavinians fell'; Swinburne, Erechtheus, 'Sickles of man-slaughtering edge | Ground for no hopeful harvest of ripe grain'; Shaks., Tro. and Cress., 5, 5, 'And there the strawy Greeks ripe for his edge | Fall down before him like the mower's swath.'"

When one has hundreds of pages of this sort of thing, it becomes impressive. We may add that the quotations given in the notes are taken not only from Greek, Latin, and English literature, but also, although somewhat more sparingly, from the classical writers of France, Germany, and Italy. Yet,

in the face of all that has been given, the editor remarks, truthfully enough: "It would not have been difficult to add indefinitely to the quotations from English poetry, and the task of selection was not easy."

*Mr. Remington as artist and author.*

Home-keeping folks of steady habits may find Mr. Frederic Remington's bouquet of wild-life sketches, entitled "Crooked Trails" (Harper), rather dangerous reading. Mr. Remington's enthusiasm for the scenes he paints is infectious enough to tempt a sedentary man into exchanging the trusty arm-chair for the plunging bronco or the fickle canoe—as did the misguided attorney who figures as a sort of Tartarin in one of the present sketches. With the work of Mr. Remington the artist we are all more or less familiar. He is the delineator *par excellence* of the Indian, the cavalryman, the cowboy, and the "greaser," and the sharp realism of his pictures will make them of positive historical value to future generations, when the types and phases of American character he chooses to portray have disappeared from the shifting stage of our national life. With Mr. Remington the author we are not so familiar; but the present volume shows that Mr. Remington can write—if not nearly so well as he can draw—still fairly well. His book is not free from expressions of (to put it mildly) questionable taste, such as "Nature had slobbered all over Carter Johnson," and the like. These outbreaks are clearly efforts on Mr. Remington's part to seem "breezy" and off-hand; but they are clumsy and evidently forced. How well he can write when he is content to be himself, the following pretty bit of word-painting shows: "The colors play upon the senses—the reddish-yellow of the birch-barks, the blue of the water, and the silver sheen as it parts at the bows of the canoes; the dark evergreens, the steely rocks with their lichens, the white trunks of the birches, their fluffy tops so greeny green, and over all the gold of a summer day." All in all, Mr. Remington's book is a delightful one. Of course the pictures are the best part of it. There are forty-nine of them in all, and they are to the text what the gem is to the setting. The volume is a comely one, and it will make a tempting gift-book when the Holiday season comes again.

*History of a famous literary endowment.*

Miss Harriett Wright Smith's "History of the Lowell Institute" (Lamson, Wolfe, & Co.) describes an educational endowment, simply planned and effectively administered, which stands almost without a parallel. John Lowell, third of the name, was the son of Francis Cabot Lowell, who introduced cotton spinning into New England and for whom the city of Lowell was named, and was cousin to James Russell Lowell, the poet-professor. Dying in Bombay in 1836, while yet a young man, he left \$250,000, the half of his fortune, to the care of a single trustee who should have power to name his successor, always to be a member of the Lowell family, if one worthy



of the trust could be found. The income of the fund thus provided, except one-tenth which should be regularly added to the principal, should be expended in providing free public lectures to be given in the city of Boston by distinguished scholars of the highest attainments. The first lecture was delivered on December 31, 1839, by Edward Everett. Since then, more than fifty-four hundred lectures have been given by three hundred and fifty-two lecturers. The list of subjects includes the most important topics known to human philosophy, discussed by the most advanced thinkers of the age, of whom Agassiz, Guyot, Tyndall, Drummond, Rogers, Eliot, and Walker are worthy examples. The beneficial results of this endowment in the development of the culture of Boston cannot be estimated. Many epoch-marking books have been first presented to the public as Lowell Lectures. While the honorariums paid to the lecturers have been generously adequate to the service, the finances have been so skilfully administered that the original endowment has been about doubled.

*Luther,  
the hero  
and man.*

A well-balanced history of Martin Luther is certainly one of the most difficult things in the world to write.

Himself a man of intense personality,—a sort of theological Bismarck,—his memory rejoices itself with devoted friends and laughs at impotent enemies; the calm dispassion which should characterize the biographer being a world's length from both. Dr. Henry Eyster Jacobs, author of the life of Luther, which makes the first volume of a series to be known as "Heroes of the Reformation" (Putnam), is Dean of the Evangelical Lutheran Seminary in Philadelphia and Professor of Systematic Theology therein—matters which array him among the great innovator's followers and admirers. Yet it is surely more humane to let the friends rather than the adversaries of any given person set forth his qualities, appreciatively and not without reverence, as in the case before us. Dr. Jacobs has been careful to keep on solid ground. The myths which have done much to obscure the real entity behind them are cleared away, and the triumphs and trials of a very human personality disclosed. Some of the more important documents on the other side are given in full, a welcome concession to impartiality. Nor is the book too voluminous, while its interest is heightened by many illustrations. What it has done for its famous subject may be summarized thus: Leaving him still the hero, it affords us a portrait of the man.

*What it is we  
should know  
about Music.*

Complaint has been rightly made by those best entitled to be heard in the premises, that modern fiction in general deals with the art of music as if it were something to be learned without painstaking—not an art with a science and history and literature of its own, but something of which it can be affirmed, "This is good—that is bad," empirically, by rule

of thumb, and without reference to any ascertainable canon of taste. Complaint has also been made by many and many a critic recently, that a book showing some real knowledge of the technique and history of the musical art, "Evelyn Innes" for example, is quite beyond the reach of readers (meaning the critics), and should be reconstructed on more popular grounds. Now comes Miss Hannah Smith to the rescue with "Music, How it Came to Be What It Is" (Scribner), which is a simple, attractive, and wholly comprehensible presentation of precisely what it is that every person of culture should know regarding the fundamental facts of music, serving also to point out to them the Cimmerian darkness of their ignorance in a startling number of cases. Almost everyone sets himself up as a literary or dramatic critic with at least some notion of the laws of construction in literature and the drama; this book will prove that critic upon critic of music assumes for himself a knowledge of musical construction by mere instinct. Miss Smith's work is commendable in every respect save one: she should have gone to anthropology instead of literary tradition for her account of the beginnings of the art she does so much to make comprehensible in its later developments.

*Studies of  
animal  
intelligence.*

Professor Wesley Mills, of McGill University, has collected, in a volume entitled "The Nature and Development of Animal Intelligence" (Macmillan), sundry memoirs, addresses, and discussions on animal psychology. After some general remarks he treats of feigning among squirrels, of hibernation among various animals, of psychic development of young animals, and closes with a discussion on instinct. The most valuable part of the book is the diaries showing the growth, physical and psychical, of dogs, cats, rabbits, guinea-pigs, pigeons, and chickens. While this work cannot be accounted a thorough-going connected monograph, it contains much good and suggestive observation, and opens up a fascinating field of study. The candid, cautious, thoughtful spirit of the author is to be greatly commended in this age of rash generalization. Like all who seriously study animals, Professor Mills finds in them an unsuspected mental complexity, a force and amount of psychic life, which is far beyond what the public grant them. He confirms the common belief that the woodchuck is a predictor of storms.

*The problem of  
sex-control.*

The effect of food, both in its nature and quantity, upon the determination of the sex of developing organisms has often been the subject of experiment by the biologist, though not always with accordant results. Dr. Schenk, director of the Embryological Institute of the University of Vienna, has propounded a theory which has been much exploited of late in the daily press; this has now been given to the expectant public in an "authorized translation" (Schenk's Theory, the Determination of Sex; Werner). Fol-

lowing the suggestions of previous theories and experiments, the author finds a partial solution of the problem in a regulated diet. The experimental and statistical data given in support of his views, though interesting and perhaps suggestive to the physiologist, do not advance the theory beyond the experimental stage, nor are they adequate to command its wide acceptance in scientific circles, and are quite insufficient, in the present state of the question, to justify a popular faith in its efficacy. The greater part of the book is made up of an unorganized repetition and confused jumble of the various crude and conflicting theories advanced upon this subject since the days of Aristotle. There is neither a table of contents nor an index to guide the reader through this maze of rubbish. The translation is none too well done, and, as in the case of the original, no semblance of a bibliography of the subject appears.

*Early letters of  
G. W. Curtis.*

The "Early Letters of George William Curtis to John S. Dwight" (Harper), edited by Mr. George Willis Cooke, have all the elusive charm — one of many — which attaches to an overheard telephonic conversation. The references to what the other fellow says are not eliminated, and a delightful opportunity to guess what the missing links might be ensues, most gratifying to Yankee inquisitiveness. Curtis was a boy in the Brook Farm School, sent there because it was probably the best secondary school in the country at that time. Curtis and the Farm being what they were, the resulting tale is not only a literary treat — which, considering the lapse of years, it very well might not have been — but a charming picture, replete with good humor, of departed ambrosial days. This latter aspect the editor has judiciously preserved by rescuing — to be chronic — a daguerreotype or two of the time, as when he quotes from Mrs. Kirby to show us the youthful Curtis "as Fanny Ellsler, in a low-necked, short-sleeved, book-muslin dress, and a tiny ruffled apron, making courtesies and pirouetting down the path." There are, besides, a number of later letters "from the same to the same," which round out the value and worth of a very pleasant little book to read and to own.

*The American  
Book Trade  
of this century.*

A number of those things, technical and otherwise, in which collectors of books rejoice have been gathered together in the beautiful little volume printed for the Dibdin Club of New York, under the title "Book-Trade Bibliography in the United States in the XIXth Century." It contains full accounts of early booksellers' associations, of the conditions surrounding the book-trade in its beginnings in America, of the first "helps" which became catalogues and journals in later years, of the succeeding bibliographies which makes the book something very near that long sought for thing, a bibliography of bibliographies; and, in addition, it holds excellent bibliographies of the men who attained fame in the

bibliographic field, taking in the interesting careers of men as widely known as Charles B. Norton, Henry Stevens, Nicolas Trübner, Joseph Sabin, and Frederick Leypoldt. Then, by way of climax to this list of treasures, there is appended the full text of the "Catalogue of all the Books Printed in the United States. . . . Published by the Booksellers in Boston, January, 1804." The whole has been prepared by Mr. A. Growall, the managing editor of the "Publishers' Weekly," and is in excellent taste throughout, both in matter and manner. All this information has its value heightened, characteristically, by the announcement that a hundred copies and no more are printed for the non-members of the Dibdin Club in America. Possibly the weightiest thing in a book which contains nothing unimportant is the story of the life of the late Henry Stevens. This really eminent American was forced, against his will and strong desire, to purvey to the libraries of Europe, that of the British Museum in particular, numbers of works pertaining to America which are not to be found in this country at all. The persons responsible for this apathy, which has placed the finest existing collection of Americana in London rather than Washington, are, of course, the members of past American Congresses.

*Homer's women  
misplaced.*

A curious discrepancy between aim and execution keeps "The Women of Homer" (Dodd), prepared by Mr. Walter Copland Perry, from being a work of real delight. His subject and the age are alike auspiciously chosen — something like Mr. George P. Upton's "Woman in Music" should result: old facts made new by artistic juxtaposition and an illuminating intelligence. The intention is, of course, to wrest Homer's women from one literary setting and place them in another; the fact stands before us in a scrappy, almost hasty, book, without an index, inconsecutive and illogical. Search may be made in vain for the first of the Homeric women, that dainty, fleeting impression of the pretty maiden returned to her old father's arms, —

"Many another bard some maiden sings —  
Dearer to me Chryseis on the sands  
Agon ago, —"

and the insistent dwelling upon the goddesses rather than the flesh-and-blood personages of the two epics is, after all, disappointing. So the work stands: too replete with Greek quotations and specialized Homeric knowledge for enjoyment by the many, too insistently written down to the many in other respects to make an appeal to the few.

*An appreciation  
of Eugene Field.*

The time is not ripe for an adequate attempt to place the works of Eugene Field in the canon of English literature; but his friends are doing all that lies in them to make his position as a classic secure when the authoritative critique is finally prepared. Mr. Francis Wilson, comedian and bibliophile, is the last to lend himself to an exploitation of Field's

various excellences, personal and otherwise, and "The Eugene Field I Knew" (Scribner) is a very attractive person indeed. What the little book contains, however, is rather the raw material of the biographer than the finished product. We are somewhat at a loss to understand the reasons for including the facetious epitaph in the closing pages of the book. As a rule, Field's friends have been careful to keep all the work he did of this sort from the ears of the public, though not a few competent judges have held that it is here that his fame — such as it may turn out to be — is most secure.

#### BRIEFER MENTION.

The Roycroft Press, situate in the little town of East Aurora, N. Y., is turning out from time to time some choicely-printed volumes which lovers of artistic bookmaking should not overlook. Their latest product is a comely volume, bound in gray boards with back of rough green leather, entitled "Hand and Brain." It is made up of six essays on socialism, written by William Morris, Grant Allen, George Bernard Shaw, Henry S. Salt, Alfred Russel Wallace, and Edward Carpenter. The names of these writers alone are a sufficient indication of the literary quality of the essays, and they are given a mechanical setting which is fully up to the previous high standards of the Roycrofters.

The sixth volume in the new biographical edition of Thackeray (Harper) contain the "Contributions to 'Punch,'" which include "The Book of Snobs," the "Novels by Eminent Hands," the "History of the Next French Revolution," and many other matters. The connection with "Punch" lasted for about ten years, and was discontinued because Thackeray could not agree with the position taken by the paper toward Prince Albert, Lord Palmerston, and Louis Napoleon. It is interesting to read that it was Thackeray's intention to include the "Novels by Eminent Hands" with parodies of Dickens and himself, but that the publishers were not willing to have Dickens thus caricatured. Mrs. Ritchie says: "We read the 'Prize Novelists' for real stories, and longed for them to be finished, instead of always breaking off at the most interesting point."

Preceded by a careful essay upon the various versions of the Rev. S. R. Driver's psalms of David which have appeared in English from the time of Wycliffe, "Parallel Psalter" (Oxford Press) is a conscientious attempt to bring new readings to the better comprehension of these ancient songs. The work does not seem to be one that is destined for popularity, though this is unquestionably its intention. The Prayer-Book version of the Psalter stands on one page, with Dr. Driver's version over against it, — this latter showing every proof of a ripe and thoughtful scholarship, which has refused to sacrifice accuracy to literary attractiveness.

The "European History Studies," edited by Dr. F. M. Fling, which have been coming periodically to our table during the past year, are now sent out in a small volume by Mr. J. H. Miller, Lincoln, Nebraska. The studies are ten in number, deal with Greek and Roman history, and are to be warmly commended to teachers who understand the value of getting at the sources, even for the purposes of elementary work.

#### LITERARY NOTES.

The Macmillan Co. have added "Doctor Pascal," in Mrs. Serrano's translation, to their growing edition of M. Zola's novels.

An edition of the "Alcestis" of Euripides, prepared by Dr. Herman W. Hayley, has just been published by Messrs. Ginn & Co.

Messrs. D. C. Heath & Co. publish a pretty school edition of "The Vicar of Wakefield," edited by Professor William Henry Hudson.

The forthcoming life of the Rev. Dr. Newman Hall of London will be published in an American edition by Messrs. T. Y. Crowell & Co.

The Century Co. have just published a new edition of Dr. Weir Mitchell's "Far in the Forest," an admirable story first issued nearly ten years ago.

"The Gospel, Epistles, and Revelation of St. John," edited by Professor R. G. Moulton for the "Modern Reader's Bible," is published by the Macmillan Co.

The next publication of the "Brothers of the Book," of Gouverneur, N. Y., will be a volume of verse by Mr. Claude Fayette Bragdon entitled "The Golden Person in the Heart."

Dr. Ferdinand Schwill, of the University of Chicago, has written a text-book of the "History of Modern Europe," which work has just been published by Messrs. Charles Scribner's Sons.

"Wireless Telegraphy Popularly Explained," by Mr. Richard Kerr, is a very small volume just imported by Messrs. Charles Scribner's Sons, and provided with a preface by Mr. W. H. Preece.

Selections from Macaulay, Carlyle, and Mr. Ruskin make up the respective contents of three small books in the series of "Little Masterpieces," now published by the Doubleday & McClure Co.

Two important books of travel to be issued shortly by Messrs. Rand, McNally & Co. are "A Cruise under the Crescent" by Mr. Charles Warren Stoddard, and "Along the Bosphorus" by Mrs. Lew Wallace.

The G. W. Dillingham Co. have just put forth a revised edition of "The Complete Works of Artemus Ward," in a single handsome volume, with a portrait, numerous illustrations, and an introductory sketch.

"The Classics for the Million," being "an epitome in English of the works of the principal Greek and Latin authors," by Mr. Henry Grey, is a book that describes itself. It is an English production, and Messrs. Putnam's Sons publish it in this country.

"The Individual in Relation to Law and Institutions," being Part I. of a monograph on "The Individual and his Relation to Society as Reflected in British Ethics," by Professor J. H. Tufts and Miss Helen B. Thompson, has just been issued in pamphlet form by the University of Chicago Press.

"Great Words from Great Americans," edited by Mr. Paul Leicester Ford, is a pretty volume containing the fundamental documents of our constitutional history, besides the most famous addresses of Washington and Lincoln. It is a well-illustrated volume published by Messrs. G. P. Putnam's Sons.

The most remarkable of recent literary finds is one which we first saw mentioned a few days ago, although it is stated that the discovery itself was made in June. It is nothing less than a copy of the "Original Poetry by Victor and Cazire," of which every student of



Shelley has dreamed that he might be the possible discoverer, but which few have supposed would be brought to light in the waking world. The book is dated Horsham, 1810, contains sixty pages, and will be reprinted at once by Mr. John Lane. It has no absolute value as poetry, of course, but is historically of the same interest and importance as the equally famous "Poems by Two Brothers."

A valuable little book for those intending to take the Civil Service or other competitive examinations is "The Automatic Instructor," published by the St. Paul Book & Stationery Co. It is the work of a United States army officer, who attributes his success in a difficult competitive examination to the use of the system outlined in his book.

We are glad to note that "The Artist" of London has begun the publication of an American edition with a special supplement devoted to American art affairs. "The Artist" is one of the best of the English art journals, and this new departure should prove a success. Messrs. Truslove & Combs of New York are the publishers of the American edition.

Messrs. Ginn & Co. publish a revised edition of Professor James M. Taylor's "Elements of the Differential and Integral Calculus with Examples and Applications." The same firm has just issued a revised edition of Dr. A. P. Gage's "Elements of Physics," one of the best text-books of the subject that have ever been prepared for secondary schools.

In an artistic booklet of twenty-five pages, the trustees of the Kelmecott Press have published, through Messrs. Longmans & Co., "An Address delivered by William Morris at the distribution of prizes to students of the Birmingham Municipal School of Art, on February 21, 1894." The lecture is printed in the "Golden" type and will be followed by others in the same form.

A "school edition" of the "Latin Grammar" of Professors Gildersleeve and Lodge has just been issued by the University Publishing Co. It has about three-fifths the volume of the work of 1894, a condensation made possible by omitting a certain amount of historical detail and grammatical exposition intended for advanced students, but without any sacrifice of scientific exactness.

A beautiful edition of Mrs. Browning's "Sonnets from the Portuguese" is published by Messrs. George Bell & Sons of London, and imported by the Macmillan Co. In typography and decoration the volume is very similar to the edition recently issued by Messrs. Copeland & Day in their "English Love-Sonnet" series. Messrs. Bell's edition, however, is much smaller in form and sold at a cheaper price.

An excellent summary, the more interesting as emanating from a Catholic source, is the "Jerome Savonarola, a Sketch," prepared by the Rev. J. L. O'Neil, O.P., of New York. The writer is an enthusiastic supporter of the great preacher's orthodoxy, and makes out a very strong case against those who see in him a rebel against the authority of the Holy See. Fra Bartolommeo's portrait is used by way of frontispiece, and the work, which has received the approval of Father O'Neil's ecclesiastical superiors, is given an excellent presentation by Marlier, Callanan & Co.

The death of Mrs. Blanche Willis Howard von Teuffel is reported as having taken place in Munich on the seventh of this month. She was born in 1847, in Maine. Her first success was obtained with the bright novel, "One Summer," which was followed by "Aulnay

Tower," "Guenn," "Aunt Serena," "The Open Door," and several other volumes of fiction. For the last twenty years or more she has lived in Germany, where she was married to Dr. von Teuffel in 1890. His subsequent insanity brought a tragedy into her life, and she wrote little during the last few years of her life. Her novels have an unflinching charm, and some of the elements of enduring value.

#### LIST OF NEW BOOKS.

[The following list, containing 135 titles, includes books received by THE DIAL since its last issue.]

##### BIOGRAPHY AND MEMOIRS.

Bismarck: Some Secret Pages of his History. Being a Diary kept by Dr. Moritz Busch during 25 Years' Official and Private Intercourse with the Great Chancellor. In 2 vols., with portraits, large 8vo, gilt tops, uncut. Macmillan Co. \$10. net.

William Morris, his Art, his Writings, and his Public Life: A Record. By Aymer Vallance. Illus. in photogravure, etc., 4to, gilt top, pp. 462. Macmillan Co. \$10.

Life and Character of General U. S. Grant. By Hamlin Garland. Illus., 8vo, pp. 524. Doubleday & McClure Co. \$2.50.

The Life of John Paterson, Major-General in the Revolutionary Army. By his great-grandson, Thomas Eggleston, LL.D. Second edition, revised and enlarged; illus., large 8vo, gilt top, uncut, pp. 488. G. P. Putnam's Sons. \$3.50.

##### HISTORY.

The Establishment of Spanish Rule in America: An Introduction to the History and Politics of Spanish America. By Bernard Moses, Ph.D. 12mo, pp. 328. G. P. Putnam's Sons. \$1.25.

The Goede Vrouw of Mana-ha-ta, at Home and in Society, 1609-1760. By Mrs. John King Van Rensselaer. 8vo, pp. 418. Charles Scribner's Sons. \$2.

War Memories of an Army Chaplain. By H. Clay Trumbull. Illus., 8vo, pp. 421. Charles Scribner's Sons. \$2.

The Navy in the Civil War. New edition. In 3 vols., comprising: The Atlantic Coast, by Daniel Ammen; The Blockade and the Cruisers, by James Russell Soley; The Gulf and Inland Waters, by A. T. Mahan. Each with portrait, 12mo. Charles Scribner's Sons. Per vol., \$1.

Historical Tales. By Charles Morris. New vols.: Russia, and Japan and China. 2 vols., each illus., 12mo, gilt top. J. B. Lippincott Co. Per vol., \$1.25.

Grecian and Roman Civilization. By Fred Morrow Flieg, Ph.D. 12mo, pp. 163. "Studies in European History." Lincoln, Nebr.: J. H. Miller.

##### GENERAL LITERATURE.

John Adams, the Statesman of the Revolution; with Other Essays and Addresses, Historical and Literary. By Mellen Chamberlain, LL.D. 8vo, gilt top, pp. 476. Houghton, Mifflin & Co. \$2.

A Short History of English Literature. By George Saintsbury. 12mo, uncut, pp. 819. Macmillan Co. \$1.50.

The Bibliotaph, and Other People. By Leon H. Vincent. 12mo, gilt top, pp. 233. Houghton, Mifflin & Co. \$1.50.

Guesses at the Riddle of Existence, and Other Essays on Kindred Subjects. By Goldwin Smith, D.C.L. New edition, with additions; 12mo, pp. 293. Macmillan Co. \$1.25.

Worldly Ways and Byways. By Eliot Gregory ("An Idler"). 12mo, uncut, pp. 281. Charles Scribner's Sons. \$1.50.

The New England Poets: A Study of Emerson, Hawthorne, Longfellow, Whittier, Lowell, and Holmes. By William Cranston Lawton. 16mo, pp. 205. Macmillan Co. 75 cts.

Collectanea: Being Certain Reprinted Verses as Written by Rudyard Kipling. 24mo, uncut. M. F. Mansfield & Co. 75 cts. net.

A Century of Indian Epigrams. Chiefly from the Sanskrit of Bhartrihari. By Paul Elmer More. 16mo, gilt top, pp. 124. Houghton, Mifflin & Co. \$1.

The Writings of Thomas Jefferson. Collected and edited by Paul Leicester Ford. Vol. IX., 1807-1815. Large 8vo, gilt top, uncut, pp. 533. G. P. Putnam's Sons. \$5.

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